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ABSTRACT

In 1983, Oklahoma State University (OSU) dedicated a multi-million-dollar Telecommunications Center, equipped with state-of-the-art facilities for the production of live video and audio conferences as well as taped instructional materials. The center was also equipped with a downlink for the reception of programs transmitted by satellite. Unlike many similar facilities, OSU's facilities also included an uplink, a powerful dish capable of transmitting signals directly to a satellite orbiting the earth, for receiving by other facilities. Many teleconferences have been produced by OSU since 1983, and this paper concentrates primarily on the College of Education's use of satellite teleconferencing for the delivery of continuing education (or staff development) programming for school teachers and administrators. Three staff development teleconferences broadcast by the college during the 1984-85 academic year are described in detail and planning, development, design, and marketing efforts for these programs are discussed. Questions often raised about the quality and value of the interaction possible via teleconferencing, and the advantages and disadvantages of teleconferencing are also discussed. Appended materials include a list of staff development teleconferences planned for the 1985-86 academic year and pricing information for the series. (THC)

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The Use of Satellite Teleconferencing
for the Delivery of
Staff Development Programs

A Presentation At
The Tenth Annual National Inservice Conference
"On Being #1: Creating a Climate for Reform in Education"
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THE USE OF SATELLITE TELECONFERENCING
FOR THE DELIVERY OF STAFF DEVELOPMENT PROGRAMS

Constance M. Lawry
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In 1983, Oklahoma State University (OSU) dedicated on its campus in Stillwater a multi-million-dollar Telecommunications Center, equipped with state-of-the-art facilities for the production of live video and audio conferences as well as taped instructional materials. The Center was also equipped with a downlink for the reception of programs transmitted by satellite. The University's downlink, or dish, is similar to (although a larger and more permanently mounted version of) the dishes now dotting the landscape from coast to coast, increasingly mounted in schoolyards and even backyards of individual homeowners. What really set Oklahoma State University's facilities apart from the crowd was the fact that they also included an uplink, a powerful dish capable of transmitting signals directly to one of the satellites orbiting the earth for downlinking, or receiving, by other facilities. At the time that the Center was dedicated, OSU was one of only three educational institutions in the country with its own uplink and therefore with the capacity for beaming its educational programs across the United States, and, indeed, across the world. The cost of uplinking a program is the same regardless of the number of sites which then receive it, so satellite teleconferencing can be an efficient way of delivering programming to hundreds or thousands of persons scattered at sites which are hundreds or even thousands of miles apart.

During its first year of operation, the OSU Telecommunications Center produced three live video teleconferences. These teleconferences, as well as

most of OSU's teleconferences, might be characterized as one-way video/two-way audio productions. The video signal was only one-way and was transmitted from the Stillwater campus to the satellite and then to each of the receiving sites. The audio transmission was two-way, with the audio from the originating site to the receiving sites transmitted via satellite, and the audio from the receiving sites to the originating site accomplished through the phone lines; the receiving sites called in their questions and comments to the Stillwater studio and they were heard live on the air. The format is very similar in this respect to such live cable and commercial television shows as the Larry King Show on CNN and the Phil Donahue Show in syndication (in those locales where he is seen live). I should point out that the two-way audio system I have just described is not the only kind available, and OSU has on occasion used an audio bridging system that allows multiple sites to be connected for two-way audio throughout a conference; the system is similar to the one used to effect the conference calls which all of us have probably, at one time or another, placed through the telephone company.

Oklahoma State University's first teleconference during those early months was a continuing education program for veterinarians across the state. It featured a demonstration by OSU faculty of a new surgical technique for use on animals. Veterinarians assembled at sites throughout Oklahoma called in their questions to the surgeons while the operation was in progress.

Many other kinds of teleconferences have been produced since then (more than 50 programs have been scheduled for this year), and while the programs are of many different types (e.g., a program on earth-sheltered housing broadcast by the School of Architecture was intended for laypersons considering the construction of such a home, and the College of Arts and Sciences is offering German instruction by satellite to high school students across the state), the

College of Education's use of satellite teleconferencing has focused on its potential for the delivery of continuing education, or staff development, programming for school teachers and administrators. Three staff development teleconferences were broadcast by the College during the 1984-85 academic year; two of these, a "Curriculum and Instruction Update" and "The Unfinished Agenda," were marketed exclusively within the state of Oklahoma and were offered free-of-charge as a public service. The third teleconference broadcast last year, on "Educational Microcomputer Software: Identification, Evaluation, and Integration," was offered for sale and was marketed nation-wide. All five of the teleconferences planned for this year have been scheduled at times convenient for Oklahoma schools (which means they are not particularly convenient across the other three time zones), but they have been announced, on a limited basis, to potential receivers outside the state. Two of this year's teleconferences, one on "State-Mandated Student Assessment Programs" and one on "Early Education," have already been broadcast. The three others are scheduled for delivery next Spring: a "School Law Update," a program on "Younger and Older Learners Together: Solving the Instructor's Dilemma," and a teleconference on "New Directions in Reading Instruction: Theory and Practice." This year's five staff development programs, which are offered to receiving sites for a fee, are described in more detail in the Appendix. In addition, two special programs which I will mention later have just recently been tentatively scheduled for delivery next semester, and, because they are supported by grant money, they will be offered free-of-charge to receiving sites. I would like now to describe in more detail the teleconferences produced last year.

The College of Education's first teleconference, in November, 1984, featured Dr. Kenneth Sirotnik of the University of California at Los Angeles (who

was on campus to keynote another conference sponsored by the College) in a 75-minute discussion of the research which he had produced in collaboration with Dr. John Goodlad. A panel of College of Education faculty queried Dr. Sirotnik on the implications of the recently published research on "A Place Called School," and teachers and administrators at 22 receiving sites throughout Oklahoma were then able to telephone in their questions and have them answered by Dr. Sirotnik on the air. With this first teleconference, titled a "Curriculum and Instruction Update," the College established a pattern which has been repeated twice this year--linking a national figure's visit to the campus in connection with another activity to the production of a teleconference, thereby capitalizing on the opportunity to make the visitor's expertise available across the state (and, in some cases, the nation) and, in the process, to keep down the expenses of the teleconference, since the expert's participation in the program is usually accomplished with only a relatively slight increase in the honorarium already scheduled to be paid (and with no additional travel expense).

On April 13, 1985, the College broadcast a national teleconference on "Educational Microcomputer Software: Identification, Evaluation, and Integration," which was received at 86 sites in 31 states and Canada. The four-hour teleconference combined presentations and discussions by a panel of five nationally known experts with pre-taped video segments highlighting exemplary microcomputer projects from school districts and state education agencies across the country. The experts featured on the program, who were assembled in our studio in Stillwater, included Kenneth Komoski, Executive Director of the Educational Products Information Exchange (EPIE), and Executive Producer and Host of the PBS weekly television series, Educational Computing; Ann Lathrop, Editor of the Digest of Software Reviews: Education; Don Holznagel,

Director of the Computer Technology Program of the Northwest Regional Educational Laboratory, and Coordinator of the MicroSIFT Project; Vicki Smith, President of the International Council for Computers in Education, and Regional Coordinator for Computer-Based Instruction with the Texas Education Agency; and Suzanne Damarin, Professor of Education at Ohio State University. The teleconference also featured two pre-taped segments prepared in Washington especially for the teleconference: one of them featured Dr. Manuel Justiz, then Director of the National Institute of Education, and the other featured Mr. Frank Withrow, Director of the Division of Technology Resource Assessment and Development of the U.S. Department of Education.

Most of the pre-taped segments shown on the broadcast were excerpts taken from existing videotape produced by other educational agencies and organizations which had been identified as relevant to the content of the teleconference. Permission was obtained from the producers of the videotapes for excerpts to be shown on our broadcast. The pre-taped segments also included some original taping which we did in our studio. Oklahoma teachers and administrators, as well as a State Department of Education representative, were interviewed in advance of the program concerning their activities in the field of educational computing, and clips from these interviews were used on the broadcast. It was a unique opportunity for us to spotlight some innovative Oklahoma educators and bring them to national visibility.

OSU marketed the "Microcomputer" teleconference in collaboration with the National University Teleconference Network (known by the acronym NUTN), a consortium of approximately 100 postsecondary institutions (primarily, but not exclusively, colleges and universities), which is housed on the Oklahoma State University campus. NUTN makes a variety of teleconferences available each year to its members, and most of the teleconferences are utilized as one com-

ponent of longer, more comprehensive conferences which are marketed by these institutions to the appropriate audiences in their locales--whether the appropriate audience is one of health care workers, business executives, engineers, or, in the case of our program, educators. The receiving sites for the "Microcomputer" teleconference included public broadcasting stations, universities, colleges, vocational-technical schools, and school districts (and even one hospital). Most of the universities and colleges receiving the teleconference were NUTN members, and each of them complemented our national broadcast with their own locally produced "wrap-around" conference on the same topic, featuring teachers and other educators from their own school districts, universities, and state education agencies. Many of the resulting conferences, which combined our national broadcast with one or more local segments, ran all day, and the colleges and universities charged registrants at their sites fees which ranged from \$10 to \$50 to attend. We marketed our teleconference to these colleges and universities, and they re-marketed it to the educators in their areas, and in the process they usually re-packaged it by combining it with locally produced wrap-around segments.

Most of the school districts which received our broadcast did not "re-market" it; they used it instead for the professional development of their own faculty. In most cases they also did not develop wrap-around components to complement it. However, we do recommend to all of our receiving sites that they consider developing some kind of local component to complement our programming, even if the local component is only a facilitated discussion for 45 or 60 minutes following the broadcast.

Wrap-around programming can be a crucial contributing factor to the success of a national teleconference. Individual participants at receiving sites will never have sufficient interaction among themselves or with the national

presenters during the relatively limited time of the national broadcast; local wrap-around programs allow for extended discussion and development of the general topic along specific lines of interest to the local audience--and it also is the opportunity to spotlight local talent. The site coordinator--the person selected by each receiving site to be responsible for the teleconference and for the development, if he or she chooses, of any complementary local programming--is in a position to influence greatly the individual participants' perceptions of the quality and the meaningfulness of the teleconference experience. At some sites for our teleconferences, the site coordinator has been merely a technician who was responsible for turning on the equipment on the day of the broadcast. At other sites, the coordinator stayed in close touch with us as we developed the national programming, arranged for local talent to be present to facilitate a discussion (or to present their own program) afterwards, and otherwise structured the whole of the experience to make it meaningful for the local audience with whom she or he was very intimately acquainted and whose particular characteristics and needs were well known and of prime concern.

All teleconferences demand extensive and extended planning, both in the development and design of the program itself and in the marketing of it--if it has to be marketed. (Many teleconferences which are delivered over existing networks that are already in place and dedicated to the reception of certain types of programs do not have to be marketed on an ad hoc basis, and it is the ad hoc marketing which demands 12-18 months of lead time.) All of our teleconferences have involved at least nine months of planning and have drawn on the expertise of committees composed of higher education faculty and students as well as public school teachers and administrators. Planning for the "Microcomputer" teleconference stretched over an eighteen-month period and in-

involved several tiers of advisory committees representing many different perspectives, including those of the State Department of Education, superintendents, principals, classroom teachers, and computer specialists from school districts and colleges within as well as outside Oklahoma. The advisory committees were consulted regarding many different aspects of the teleconference, most importantly in connection with the choice of speakers. Various other committees were involved in such things as publicity and materials.

A great deal of work was involved in procuring the materials which were made available to receiving sites as part of the "Microcomputer" teleconference. There were basically two kinds of materials. First, there were approximately 40 pages of material furnished by us to each receiving site; each site coordinator then had to duplicate these 40 pages in sufficient quantity to ensure that each person attending the teleconference at that site would have a copy. These primary materials were referenced by the speakers during the national broadcast. Second, there were other "supplementary" materials which were not required in order to follow the teleconference but which were furnished to the receiving sites by publishers whom we had contacted months in advance of the program. Some publishers furnished each receiving site with enough copies of their publication so that each participant could have one; other publishers furnished each site with sample issues of their publication for display. Examples of donated materials include the publications Electronic Education, Software Reports, Journal of Computers in Math and Science, and Teaching and Computers.

On April 16, 1985, the College of Education sponsored a 90-minute discussion of the ramifications of a report which had just recently been issued by the National Commission on Secondary Vocational Education. Dr. Jack Frymier, a member of the Commission which produced "The Unfinished Agenda: The

Role of Vocational Education in the High School," highlighted the report's findings and fielded questions from a panel assembled in the Oklahoma State University Telecommunications Center as well as from teachers and administrators at 23 receiving sites across Oklahoma. "The Unfinished Agenda" teleconference demonstrates a very valuable use of the medium to communicate and analyze late-breaking news of great import to the educational community--in this case a report of a national commission--and to update educators on the findings and implications so that they are well informed on the issues which will be appearing in next week's Time or Newsweek, or in next month's special feature on the local news show, and which will then begin surfacing in the discussions at local Kiwanis or Rotary meetings, at PTA gatherings, etc. Educators have a need to be the "first to know" the findings of such reports and of the latest research, in order to respond adequately and in order to truly lead their publics on matters affecting education. They need information not only to react but also to anticipate, and teleconferencing is an excellent vehicle for disseminating information quickly.

The staff development teleconferences for this year are, as I indicated earlier, described on pages 4 and 5 of the appendix to this paper. The appended materials include pricing information on the series. The teleconference on "State-Mandated Student Assessment," which was broadcast on October 3, 1985, was particularly exciting for us because it featured former Secretary of Education Terrel H. Bell and a dual uplink. Dr. Bell was live from Salt Lake City and our panel of questioners was live in our studio in Stillwater. As our panel posed their questions to Dr. Bell, they (and we, the audience) were able to see him on camera in just the same way as Ted Bell on ABC's Nightline sees his guests when they are not live in the studio with him. The teleconference was very well received by our sites.

In addition to those programs for Spring described in the appendix, two other teleconferences have been tentatively scheduled. On March 6, 1986, from 1:00 until 2:30 p.m., Oklahoma time, we will be broadcasting a program featuring Christa McAuliffe, the teacher who will be on board the space shuttle for its seven-day mission in January. The teleconference will probably be relatively unstructured to allow for as many questions as possible to be phoned in by teachers and students from across the nation. The program is being underwritten with NASA funds and will be offered free-of-charge to participating sites. A second program underwritten with grant funds will be broadcast in late Spring and will feature a yet-to-be-identified expert on teaching problem-solving; the teleconference will be one component of a project funded through the Oklahoma State Department of Education to train teachers to teach problem-solving skills.

Teleconferencing is not cheap to produce. Satellite time (rental, if you will) and production charges totaled more than \$3,000 on each of the "Curriculum and Instruction Update" and "The Unfinished Agenda" teleconferences (the charge for using a domestic satellite can climb as high as \$560/hour or more during prime time, with prime time beginning on weekdays at 3:00 p.m., Eastern time). The satellite and production charges for our four-hour microcomputer teleconference exceeded \$9,300. The "State-Mandated Student Assessment" teleconference, with its second uplink from Salt Lake City, will probably run upwards of \$5,000 when we finally receive the bill. The charges I am quoting do include the use of the facilities and the technical experts from our Telecommunications Center, but they do not include the honorarium for guests, publicity and promotion expenses, faculty and staff time for organizing and producing the program, duplication of materials, telephone and correspondence, etc.

Teleconferencing is expensive; however, once the program is up on the

satellite, it can be, at least theoretically, received by an infinite number of sites, and so the costs of producing it can be spread over quite a large base, reducing the fee for any one site to a quite reasonable amount. As you can see from the attached announcement describing this year's teleconferences produced by the College of Education, a school district with 150 or fewer professional staff could receive all five of our teleconferences (eight total hours of programming) for a total of \$610. This translates to less than \$.82/per program/per teacher for a district with exactly 150 educators on staff. A number of our receiving sites are small, rural schools in Oklahoma, and the pricing of the teleconferences is attractive to them. For many small schools, teleconferencing is the only means of gaining access to staff development programs featuring nationally known figures in the educational arena.

A question is often raised concerning the quality and even the worth of the interaction which is possible via teleconferencing, especially when many receiving sites are involved. While the time available for phone-in questions is limited, on all of our teleconferences except the "Microcomputer" teleconference, we have been able to accommodate almost all of the questions asked. However, it is true that as the number of sites signed up for a particular teleconference increases, the likelihood decreases that all questions will be able to be asked. But isn't it the case that even at conferences such as this, it is unlikely that all persons will get to ask all of their questions? Our goal is to get as many questions as possible on the air, and we trust that they will be questions representative of those being raised in the minds of those who did not get to ask their questions and those who did not choose to ask their questions.

Another question that is often raised in connection with teleconferencing

is: what advantages of the live broadcast make it worth the disadvantages? If the live interactive portion of the broadcast is what sets it apart from a videotape, and if the interactive portion is beneficial only to the extent that a few representative questions get asked (as is the case when there are many sites and participants), then why not record the whole thing, including a "representative" question-and-answer period, and make the videotaped copies available? Why force the issue of live participation? A videotape can be shown at the convenience of the audience; it can in fact be shown several times to accommodate the schedules of different members of the audience. A facilitated discussion at the local site can follow a videotape showing just as easily as it can follow a live showing. The question of the worth of the live broadcast is difficult to answer when there are many receiving sites. When the receiving sites are few, the live interaction can work well and accomplish several objectives. When the receiving sites are many, the advantages of the live broadcast are difficult to define, and the disadvantages all too easy. The advantages might include: the novelty of the live teleconference, which can attract audiences where the all too common videotape might not (i.e., they will come to the live broadcast; they will not to the videotape showing); the live broadcast as an occasion for audiences across a state or a nation to be drawn together to share in a common experience (e.g., teachers across the nation coming together on the same day and time to focus on the effective use of the microcomputer for foreign language instruction--and feeling solidarity and strength in numbers and common purpose); the energy level apparent in and affecting the performance of the live on-camera experts (while being live on camera can negatively affect performance, it can also add a spontaneity and a creative tension to the activity which can positively affect it). Another advantage is the opportunity to pose a question to the expert;

while this opportunity is more theoretical than actual for most of the participants in a live broadcast, it is an opportunity which is definitely not present during a videotape showing.

The advantages of a live broadcast over a videotape might be dependent on the type of format used for the production. For the most part, the teleconferences produced by the College of Education to date have been "conference-type" teleconferences, with a format featuring a main speaker or speakers who present material and then respond to questions. Our "Curriculum and Instruction Update" and "The Unfinished Agenda" teleconferences from last year, as well as the "Student Assessment" and "Early Education" teleconferences from this year, featured this format. Last April's "Microcomputer" teleconference also depended heavily on this type of format but it included as well videotaped segments showing microcomputers being used in the classroom, interviews with teachers, etc. Two of our upcoming teleconferences, the "Younger and Older Learners Together" teleconference in March and the "Reading" teleconference in April, will be more like lessons, in the sense that the faculty planning the teleconferences will be the featured instructors on them (they will not be bringing in "speakers" from outside) and they are in control of the design of the content and format of each minute of each teleconference. Certainly the "conference-type" format which would be used to disseminate late-breaking information would work well only as a live broadcast, while the teleconference to demonstrate a technique might work best with the opportunity to ask live questions but well enough as a videotape, and a presentation on a leading educator's philosophy of education might be best produced as a videotape and not worth the disadvantages which are attendant on the live broadcast.

I should point out that the OSU College of Education offers videotaping rights to all subscribers to our teleconferences--i.e., subscribers are auth-

orized to make one copy of each program as it airs and to continue to use that tape in the future for the non-profit benefit of their own faculty, students, and patrons.

No one I know claims that teleconferences are "as good as" face-to-face meetings. They are not meant to take the place of extended, face-to-face discussions of issues. But for many people teleconferences are accessible when face-to-face meetings are not, and at the least they can stimulate continued discussion among the professionals viewing them together. The use of teleconferencing for the continuing education of school teachers and administrators is a relatively new phenomenon, but other professions have been doing it, and doing it in high gear, for quite some time. For example, many hospitals are equipped with teleconferencing facilities and are networked for the delivery of training for their employees. The College of Education of Oklahoma State University is committed to continuing to explore the ways in which teleconferencing can be used effectively and efficiently to advance the professional development of educators.

Appendix

OKLAHOMA STATE UNIVERSITY
COLLEGE OF EDUCATION

TELECONFERENCE PROGRAM ANNOUNCEMENT

SERIES TITLE: STAFF DEVELOPMENT OPPORTUNITIES FOR EDUCATORS--A
SERIES OF FIVE CONTINUING EDUCATION TELECONFERENCES

DATES OFFERED: October 3, 1985: State-Mandated Student
Assessment Programs

November 19, 1985: Concerns, Issues, and New
Directions in Early Education

February 13, 1986: School Law Update

March 4, 1986: Younger and Older Learners
Together: Solving the
Instructor's Dilemma

April 8, 1986: New Directions in Reading
Instruction: Theory and
Practice

TIMES OF BROADCAST: All of the teleconferences except the "School Law Update" will be broadcast from 3:45 -- 5:15 p.m., Central Time. The "School Law Update" will be a two-hour teleconference broadcast from 3:45 -- 5:45 p.m., Central Time.

PROGRAM AVAILABILITY: These are live video teleconferences which can be received via satellite; institutions not able to participate live may purchase videotaped copies of the programs.

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TARGET AUDIENCE: The five staff development (continuing education) teleconferences are generally appropriate for teachers and administrators in elementary, secondary, and vocational-technical schools. Some of the programs will also be of interest to school board members, school attorneys, and parents. Several of the programs (e.g., Younger and Older Learners Together) would also be appropriate for community college instructors, and the series as a whole should be of interest to college and university faculty who are responsible for educating prospective teachers.

PROGRAM HIGHLIGHTS:

- Each of the staff development (continuing education) teleconferences is tailored for school teachers and administrators and will address topics of timely importance: state-mandated student assessment programs (competency testing), concerns and issues in early education, emerging issues in school law, younger and older learners working together, and new directions in reading comprehension.
- All of the programs feature educators with reputations for innovation in the subjects under discussion. Several of the teleconferences feature nationally known experts in the field (e.g., Dr. Terrel H. Bell, former Secretary of the U.S. Department of Education, is featured on the teleconference on "State-Mandated Student Assessment Programs").
- The programs are reasonably priced and represent a cost-efficient investment in the future as well as the present. A school district with 100 teachers, for example, can subscribe to all five programs for less than \$1.25/teacher/program, and it can maintain the collection of videotapes for future use by district personnel.
- Educational institutions can subscribe to any one or more programs in the series. There is a discount built in to the pricing structure for the purchase of more than one program.
- The price of a program is based on the number of professional staff employed by an educational institution, so smaller institutions with fewer employees pay less than larger institutions for the same program.
- Educational institutions can subscribe to a program by participating in the live broadcast (with permission to videotape the program as it airs) or by receiving a videotaped copy of the program, to be mailed by Oklahoma State University shortly after the broadcast.
- The videotaped copies of the programs can be used by the subscribing institutions for the future continuing education of their staff and for viewing by students and patrons as well.

PRICING:

It is assumed that most of the subscribers to the series will be individual educational institutions (school districts, vocational-technical schools, or colleges of education, for example) which will subscribe to one or more programs as in-house staff development opportunities for their own teachers, administrators, and patrons. An educational institution may subscribe to any one or more programs in the series. The cost of a program depends on the number of professional staff employed by the subscribing institution. There is a discount built in to the pricing structure for the purchase of more than one program.

Educational institutions may participate in the staff development teleconferences through live satellite reception (Plan A) or through the purchase of videotaped copies of the broadcasts (Plan B). Institutions subscribing under Plan A have permission to make one videotaped copy of each program as it airs.

The prices quoted below are for participation in the teleconferences under Plan A:

<u>Size of Professional Staff</u>	<u>Total Price for Indicated # of Programs</u>				
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Up to 150 professional staff	\$ 150	\$ 280	\$ 400	\$ 510	\$ 610
150-300 professional staff	250	465	665	850	1015
More than 300 professional staff	400	745	1065	1360	1625

Educational institutions not able to participate in the live broadcasts may subscribe to one or more of the programs in the series under Plan B and receive a videotaped copy of the program(s). The videotaped copies (in $\frac{1}{2}$ " VHS or Beta I format) will be made by Oklahoma State University and will be mailed shortly after each broadcast. The cost for such participation is the appropriate price of the subscription listed under Plan A, plus \$20 for each hour of programming that is copied (this \$20/hour charge includes the cost of the blank tape, dubbing costs, and shipping and handling).

Reception of the Programs for Other Than Strictly In-House Staff Development. Institutions which wish to receive the programs on behalf of a number of cooperating educational institutions (e.g., a vocational-technical school which wishes to offer the programs at its site for viewing by any or all of the teachers of the cooperating school districts which feed into it) may do so. The appropriate fee will be determined by the number of educators potentially benefiting from the program.

For example, if a vocational-technical school has five school districts feeding into it and the five districts each employ 50 teachers, plus the vocational-technical school makes the program available to its own 40 teachers, then the total potential audience for the program is 290, and the vocational-technical school would pay \$250 to subscribe to one program, \$465 to subscribe to two programs, etc. Because there is technically only one subscriber under this circumstance (i.e., the vocational-technical school), only one videotaped copy of each program can be made by the subscribing institution. However, the videotaped copy of the program can be loaned by the vocational-technical school to the cooperating districts.

PROGRAM DESCRIPTIONS:

Each of the programs is described briefly on the following pages. Biographical information on the presenters is available and will be furnished upon request. Each teleconference will feature a question-and-answer period, during which participants at receiving sites may phone-in their collect calls and ask questions of the featured presenters. An exception to this is the "School Law Update": most of the presenters for this teleconference have been pre-taped for their segments of the program, so not all of them will be available for the live question-and-answer portion of the teleconference.

State-Mandated Student Assessment Programs

Thursday, October 3, 1985, 3:45--5:15 p.m., Central Time. Featuring former Secretary of Education Terrel H. Bell in a dual uplink from Salt Lake City, Dr. Katye Perry, OSU professor of Applied Behavioral Studies, and a panel of educators and other citizens in a discussion of the educational, political, philosophical, and psychometric ramifications of state-mandated student assessment (competency testing) programs.

Concerns, Issues, and New Directions in Early Education

Tuesday, November 19, 1985, 3:45--5:15 p.m., Central Time. Featuring Dr. Milly Cowles, Dean of the College of Education at the University of Alabama in Birmingham and noted expert in early education, and Drs. Douglas Aichele (moderator), Kathryn Castle, Randall Koetting, Frances Stromberg, and Barbara Wilkinson of OSU in a discussion of the latest research on early education. Issues to be addressed include programs for four-year-olds, recent changes in kindergarten/primary education, and the identification of components of an early education program which have been linked to later school success.

School Law Update

Thursday, February 13, 1986, 3:45--5:45 p.m., Central Time (note: this is a two-hour broadcast). The teleconference is intended primarily for school administrators, school board members, and school attorneys. Videotaped segments will feature Dr. Kern Alexander (University of Florida), Dr. Richard Salmon (Virginia Tech University), Dr. Nelda Cambron-McCabe (Miami University, Ohio), and lawyers John Moyer (of the law firm of Rosenstein, Fist, & Ringold) and Lana Tyree (of the law firm of Cartwright & Tyree). OSU professors William Camp and Kenneth Stern will serve as moderators. Issues to be addressed will include the concept of free public schools and political encroachments; student rights in today's schools; child abuse and the legal implications for the school administrator; special education; and dismissal of teachers and employment rights.

Younger and Older Learners Together: Solving the Instructor's Dilemma

Tuesday, March 4, 1986, 3:45--5:15 p.m., Central Time. Featuring Dr. William R. Venable, OSU professor of Human Resource Development and Adult and Continuing Education, and other educators in a discussion of the functional differences between younger and older learners, the implications for learning of these differences, and the strategies which instructors can utilize to draw on the strengths of each group to reinforce the other's learning. Of particular relevance to instructors in vocational education, adult education, community education, higher education, and training and development in business and industry, who teach mixed groups of younger and older learners.

New Directions in Reading Instruction: Theory and Practice

Tuesday, April 8, 1986, 3:45--5:15 p.m., Central Time. Featuring Drs. David Yellin, Charles Smith, and Martha Combs of OSU, and a panel of public school educators, in a discussion of strategies that teachers can use to help students at all grade levels monitor their own comprehension processes to become more successful readers. The effect of text structure, the use of prior knowledge and prediction, and teacher questioning techniques will be the topics addressed during the teleconference.

MATERIALS:

Each educational institution subscribing to one or more programs under either Plan A or Plan B will receive from Oklahoma State University one set of all materials produced for the teleconference(s). These materials can then be duplicated by the institution in sufficient quantity for the expected audience for each program.

In addition, Oklahoma State University will be sending subscribing institutions some general information designed to help them get the most out of the teleconferences for their educators. One of the points to be emphasized in these materials is that some form of local discussion of the content of each teleconference is strongly encouraged. The local discussion should be facilitated by someone appointed by the subscribing institution. It can immediately follow the teleconference or it can be scheduled for another day. It is our experience that a somewhat extended discussion (45-60 minutes) at the local level is necessary in order to afford participants the opportunity to process the information presented in the teleconference and to connect it to their own experience. We believe that the opportunity for meaningful person-to-person discussion greatly enhances the overall learning experience of the teleconference itself.

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